



APPENDICES

Appendix 1

SILABUS

Mata Pelajaran : Bahasa Inggris
 Nama Sekolah : SDN Sambung
 Kelas / Semester : V / II
 Tahun pelajaran : 2013/2014

PROFESSION

A. Mendengarkan

Standar Kompetensi : Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Bahan	Karakter bangsa
				Jenis Tagihan	Bentuk Tes	Contoh Instrumen			
Merespon instruksi sangat sederhana secara verbal.	Mendengarkan dan berbicara kalimat-kalimat yang berhubungan dengan tema .	Memahami kata-kata dan kalimat sederhana yang berhubungan dengan tema.	Siswa dapat memahami kata-kata dan kalimat sederhana yang berhubungan dengan tema.	Check yourself	- Isian - Aplikatif	Observe the picture, listen and name the profession below!	2x35	- Buku Bahasa Inggris kelas V - LKS - Kamus	- Disiplin - Mandiri - Tanggung jawab

B. Berbicara

Standar Kompetensi : Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Bahan	Karakter bangsa
				Jenis Tagihan	Bentuk Tes	Contoh Instrumen			
Bercakap-cakap untuk meminta/member informasi secara berterima yang melibatkan tidak tutur: mengenalkan diri, mengajak, meminta ijin, member ijin, menyetujui, tidak menyetujui, dan melarang.	Mengucapkan kalimat-kalimat yang berhubungan dengan tema profesi.	Melakukan percakapan pendek yang sederhana sesuai tema profesi.	<p>Siswa dapat melakukan percakapan pendek yang sederhana sesuai tema.</p> <p>Siswa dapat melengkapi kalimat sederhana.</p>	Check yourself	- Isian - Aplikatif	Fill in the blanks, then speak out the sentences!	2x35	<p>- Buku Bahasa Inggris kelas V</p> <p>- LKS</p> <p>- Kamus</p>	<p>- Disiplin</p> <p>- Mandiri</p> <p>- Tanggung Jawab</p>

C. Membaca

Standar Kompetensi : Memahami tulisan bahasa Inggris sangat sederhana dalam konteks sekolah.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Bahan	Karakter bangsa
				Jenis Tagihan	Bentuk Tes	Contoh Instrumen			
Memahami kalimat, pesan tertulis dan teks deskriptif bergambar sangat sederhana secara tepat dan berterima.	Mengucapkan kalimat-kalimat yang berhubungan dengan tema profesi.	Memahami bacaan monolog sederhana. Menjawab pertanyaan sesuai dengan bacaan.	Siswa dapat memahami bacaan monolog sederhana. Siswa dapat menjawab pertanyaan.	Check yourself	- Isian - Aplikatif	In pair, translate the text into Indonesian!	2x35	- Buku Bahasa Inggris kelas V - LKS - Kamus	- Disiplin - Mandiri - Tanggung Jawab

D. Menulis

Standar Kompetensi : Mengeja dan menyalin kalimat sangat sederhana dalam konteks sekolah.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Bahan	Karakter bangsa
				Jenis	Bentuk Tes	Contoh			

				Tagihan		Instrumen			
Menyalin dan menulis kalimat sangat sederhana secara tepat dan berterima dengan tanda baca yang tepat, seperti: ucapan selamat, ucapan terima kasih, dan ucapan simpati.	Mengamati gambar dan mempelajari ringkasannya.	Membaca kata/frasa berdasarkan gambar. Melengkapi dialog berdasarkan gambar.	Siswa dapat membaca kata/frasa berdasarkan gambar. Siswa dapat melengkapi dialog.	Check yourself	- Isian	Fill in the blanks! do it with your friends!	2x35	- Buku Bahasa Inggris kelas V - LKS - Kamus	- Disiplin - Mandiri - Tanggung jawab

TRANSPORTATION

A. Mendengarkan

Standar Kompetensi : Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Bahan	Karakter bangsa
				Jenis Tagihan	Bentuk Tes	Contoh Instrumen			
Merespon instruksi sangat	Mendengar dan mengulangi guru mengucapkan	Memahami kata-kata dan kalimat	Siswa dapat memahami kata-kata dan	Check yourself	- Isian - Aplikatif	Listen and write your words!	2x35	- Buku Bahasa Inggris kelas	- Disiplin - Mandiri - Tanggung

sederhana secara verbal.	frasa dan kalimat berdasarkan tema. Mendengarkan dan mempraktikkan dialog.	sederhana yang berhubungan dengan tema.	kalimat sederhana yang berhubungan dengan tema.					V - LKS - Kamus	jawab
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B. Berbicara

Standar Kompetensi : Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Bahan	Karakter bangsa
				Jenis Tagihan	Bentuk Tes	Contoh Instrumen			
Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur : member contoh melakukan sesuatu, member aba-aba, dan memberi petunjuk	Mengucapkan kata atau frasa yang berhubungan dengan tema	Mengucapkan kata atau frasa sesuai tema. Menerjemahkan kata yang berhubungan dengan tema.	Siswa dapat mengucapkan kata atau frasa sesuai tema. Siswa dapat menerjemahkan kata yang berhubungan dengan tema.	Check yourself	- Isian - Aplikatif	Fill in the blanks, then speak out the sentences!	2x35	- Buku Bahasa Inggris kelas V - LKS - Kamus	- Disiplin - Mandiri - Tanggung Jawab -cinta tanah air

C. Membaca

Standar Kompetensi : Memahami tulisan bahasa Inggris sangat sederhana dalam konteks sekolah.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Bahan	Karakter bangsa
				Jenis Tagihan	Bentuk Tes	Contoh Instrumen			
Memahami kalimat, pesan tertulis dan teks deskriptif bergambar sangat sederhana secara tepat dan berterima.	Membaca text dengan nyaring. Mengamati gambar dan mempelajari kata kunci.	Memahami bacaan monolog sederhana yang sesuai tema. Menerjemahkan bacaan.	Siswa dapat memahami bacaan monolog sederhana yang sesuai tema. Siswa dapat menerjemahkan bacaan.	Check yourself	- Isian - Aplikatif	Answer the questions based on the text!	2x35	- Buku Bahasa Inggris kelas V - LKS - Kamus	- Disiplin - Mandiri - Tanggung Jawab - cinta tanah air

D. Menulis

Standar Kompetensi : Mengeja dan menyalin kalimat sangat sederhana dalam konteks sekolah.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Bahan	Karakter bangsa
				Jenis	Bentuk Tes	Contoh			

				Tagihan		Instrumen			
Mengeja kalimat sangat sederhana secara tepat dan berterima.	Mengamati gambar dan mempelajari ringkasannya. Mengamati gambar dan mempelajari kata kunci.	Menyusun kata acak yang telah diajarkan yang sesuai dengan tema.	Siswa dapat menyusun kata acak yang telah diajarkan yang sesuai dengan tema.	Check yourself	- Isian - Aplikatif	Arrange the jumbled sentences into a good textbased on the picture!	2x35	- Buku Bahasa Inggris kelas V - LKS - Kamus	- Disiplin - Mandiri - Tanggung jawab

Appendix 2

LESSON PLAN

School	: SDN Sambung Demak
Subject	: English
Grade/semester	: Fifth/II
Topic	: Professions
Time allotment	: 2 x 35 minutes (the first meeting)

A. Standard Competence

Understand the simple instruction with action in class context

B. Basic Competence

Responding simple instruction with action verbally and acceptable in class context

C. Indicators

- a. The students are able to understand of the sentence and find the meaning in Indonesian.
- b. The students are able to understand of the sentence and find the meaning in English.
- c. The students are able to find the appropriate English vocabulary for incomplete sentence.

D. Material: Professions

E. Method of Teaching: Skill Circuits

F. Stages of Teaching

1. Pre-activity (10 minutes)

- a. Orientation: greeting, check the attendance list.
- b. Apperception: asking the students about the topic.

- c. Motivation: teacher giving motivation and building perception.

2. Whilst activity (50 minutes)

- a. The teacher divides the class into groups.
- b. The teacher asks the students to choose one of the members of each group to be a secretary.
- c. The teacher explains the procedure of skill circuits as a technique of teaching.
- d. The teacher requires groups to stand up and move around the classroom to 6 different work places.
- e. The teacher prepares the work places.
- f. The teacher writes in the blackboard the rules before starting the circuits.
- g. The teacher says “start” to start this activity.(the application of the technique)
- h. The students do the tasks at each work place in 5 minutes.
- i. When the teacher call “stop”, the team finishes the answer and moves to the next circuit.
- j. The secretary has to write the group answer on the answer sheet.
- k. The secretary rotates so each team member has worked at all work places.
- l. After finish the activity, the teacher asks each group to submit their work.
- m. At the end, the teacher and students check the answers and find the winner.

3. Post-activity (10 minutes)

- a. The teacher discusses with the students about the activity.
- b. The teacher and students make the conclusion about the activity.

G. Media and Source of Teaching

- LKS
- Internet, etc
- Students worksheet

H. Evaluation

Technique: Written test

Total point: 60

$$\text{Score: } \frac{\text{total result}}{\text{total point}} \times 100$$

$$\text{Score: } \frac{\text{total result}}{60} \times 100$$

Acknowledged by,
English Teacher

The Writer

FARIDHA INAYATI, S.Pd

TRI RISMALADEWI



LESSON PLAN

School	: SDN Sambung Demak
Subject	: English
Grade/semester	: Fifth/II
Topic	: Professions
Time allotment	: 2 x 35 minutes (the second

meeting)

A. Standard Competence

Understand the simple instruction with action in class context

B. Basic Competence

Responding simple instruction with action verbally and acceptable in class context

C. Indicators

- a. The students are able to understand of the sentence and find the meaning in Indonesian.
- b. The students are able to understand of the sentence and find the meaning in English.
- c. The students are able to find the appropriate English vocabulary for incomplete sentence.

D. Material: Professions

E. Method of Teaching: Skill Circuits

F. Stages of Teaching

1. Pre-activity (10 minutes)

- a. Orientation: greeting, check the attendance list.

- b. Apperception: asking the students about the topic.
- c. Motivation: teacher giving motivation and building perception.

2. Whilst activity (50 minutes)

- a. The teacher divides the class into groups.
- b. The teacher asks the students to choose one of the members of each group to be a secretary.
- c. The teacher explains the procedure of skill circuits as a technique of teaching.
- d. The teacher requires groups to stand up and move around the classroom to 6 different work places.
- e. The teacher prepares the work places.
- f. The teacher writes in the blackboard the rules before starting the circuits.
- g. The teacher says “start” to start this activity.(the application of the technique)
- h. The students do the tasks at each work place in 5 minutes.
- i. When the teacher call “stop”, the team finishes the answer and moves to the next circuit.
- j. The secretary has to write the group answer on the answer sheet.
- k. The secretary rotates so each team member has worked at all work places.
- l. After finish the activity, the teacher asks each group to submit their work.
- m. At the end, the teacher and students check the answers and find the winner.

3. Post-activity (10 minutes)

- a. The teacher discusses with the students about the activity.
- b. The teacher and students make the conclusion about the activity.

G. Media and Source of Teaching

- LKS
- Internet, etc
- Students worksheet

H. Evaluation

Technique: Written test

Total point: 60

Score: $\frac{\text{total result}}{\text{total point}} \times 100$

Score: $\frac{\text{total result}}{60} \times 100$

Acknowledged by,
English Teacher

The Writer

FARIDHA INAYATI, S.Pd

TRI RISMALADEWI



LESSON PLAN

School	: SDN Sambung Demak
Subject	: English
Grade/semester	: Fifth/II
Topic	: Professions
Time allotment	: 2 x 35 minutes (the third meeting)

A. Standard Competence

Understand the simple instruction with action in class context

B. Basic Competence

Responding simple instruction with action verbally and acceptable in class context

C. Indicators

- a. The students are able to understand of the sentence and find the meaning in Indonesian.
- b. The students are able to understand of the sentence and find the meaning in English.
- c. The students are able to find the appropriate English vocabulary for incomplete sentence.

D. Material: Professions

E. Method of Teaching: Skill Circuits

F. Stages of Teaching

1. Pre-activity (10 minutes)

- a. Orientation: greeting, check the attendance list.
- b. Apperception: asking the students about the topic.

- c. Motivation: teacher giving motivation and building perception.

2. Whilst activity (50 minutes)

- a. The teacher divides the class into groups.
- b. The teacher asks the students to choose one of the members of each group to be a secretary.
- c. The teacher explains the procedure of skill circuits as a technique of teaching.
- d. The teacher requires groups to stand up and move around the classroom to 6 different work places.
- e. The teacher prepares the work places.
- f. The teacher writes in the blackboard the rules before starting the circuits.
- g. The teacher says “start” to start this activity.(the application of the technique)
- h. The students do the tasks at each work place in 5 minutes.
- i. When the teacher call “stop”, the team finishes the answer and moves to the next circuit.
- j. The secretary has to write the group answer on the answer sheet.
- k. The secretary rotates so each team member has worked at all work places.
- l. After finish the activity, the teacher asks each group to submit their work.
- m. At the end, the teacher and students check the answers and find the winner.

3. Post-activity (10 minutes)

- a. The teacher discusses with the students about the activity.
- b. The teacher and students make the conclusion about the activity.

G. Media and Source of Teaching

- LKS
- Internet, etc
- Students worksheet

H. Evaluation

Technique: Written test

Total point: 60

$$\text{Score: } \frac{\text{total result}}{\text{total point}} \times 100$$

$$\text{Score: } \frac{\text{total result}}{60} \times 100$$

Acknowledged by,
English Teacher

The Writer

FARIDHA INAYATI, S.Pd

TRI RISMALADEWI



LESSON PLAN

School	: SDN Sambung Demak
Subject	: English
Grade/semester	: Fifth/II
Topic	: Transportations
Time allotment	: 2 x 35 minutes (the fourth meeting)

A. Standard Competence

Understand the simple instruction with action in class context

B. Basic Competence

Responding simple instruction with action verbally and acceptable in class context

C. Indicators

- a. The students are able to understand of the sentence and find the meaning in Indonesian.
- b. The students are able to understand of the sentence and find the meaning in English.
- c. The students are able to find the appropriate English vocabulary for incomplete sentence.

D. Material: Transportations

E. Method of Teaching: Skill Circuits

F. Stages of Teaching

1. Pre-activity (10 minutes)

- a. Orientation: greeting, check the attendance list.
- b. Apperception: asking the students about the topic.
- c. Motivation: teacher giving motivation and building perception.

2. Whilst activity (50 minutes)

- a. The teacher divides the class into groups.
- b. The teacher asks the students to choose one of the members of each group to be a secretary.
- c. The teacher explains the procedure of skill circuits as a technique of teaching.
- d. The teacher requires groups to stand up and move around the classroom to 6 different work places.
- e. The teacher prepares the work places.
- f. The teacher writes in the blackboard the rules before starting the circuits.
- g. The teacher says “start” to start this activity. (the application of the technique)
- h. The students do the tasks at each work place in 5 minutes.
- i. When the teacher call “stop”, the team finishes the answer and moves to the next circuit.
- j. The secretary has to write the group answer on the answer sheet.
- k. The secretary rotates so each team member has worked at all work places.
- l. After finish the activity, the teacher asks each group to submit their work.
- m. At the end, the teacher and students check the answers and find the winner.

3. Post-activity (10 minutes)

- a. The teacher discusses with the students about the activity.
- b. The teacher and students make the conclusion about the activity.

G. Media and Source of Teaching

- LKS
- Internet,etc
- Students worksheet

H. Evaluation

Technique: Written test

Total point: 60

$$\text{Score: } \frac{\text{total result}}{\text{total point}} \times 100$$

$$\text{Score: } \frac{\text{total result}}{60} \times 100$$

Acknowledged by,
English teacher

The Writer

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TRI RISMALADEWI



LESSON PLAN

School	: SDN Sambung Demak
Subject	: English
Grade/semester	: Fifth/II
Topic	: Transportations
Time allotment	: 2 x 35 minutes (the fifth meeting)

A. Standard Competence

Understand the simple instruction with action in class context

B. Basic Competence

Responding simple instruction with action verbally and acceptable in class context

C. Indicators

- a. The students are able to understand of the sentence and find the meaning in Indonesian.
- b. The students are able to understand of the sentence and find the meaning in English.
- c. The students are able to find the appropriate English vocabulary for incomplete sentence.

D. Material: Transportations

E. Method of Teaching: Skill Circuits

F. Stages of Teaching

1. Pre-activity (10 minutes)

- a. Orientation: greeting, check the attendance list.
- b. Apperception: asking the students about the topic.
- c. Motivation: teacher giving motivation and building perception.

2. Whilst activity (50 minutes)

- a. The teacher divides the class into groups.
- b. The teacher asks the students to choose one of the members of each group to be a secretary.
- c. The teacher explains the procedure of skill circuits as a technique of teaching.
- d. The teacher requires groups to stand up and move around the classroom to 6 different work places.
- e. The teacher prepares the work places.
- f. The teacher writes in the blackboard the rules before starting the circuits.
- g. The teacher says “start” to start this activity. (the application of the technique)
- h. The students do the tasks at each work place in 5 minutes.
- i. When the teacher call “stop”, the team finishes the answer and moves to the next circuit.
- j. The secretary has to write the group answer on the answer sheet.
- k. The secretary rotates so each team member has worked at all work places.
- l. After finish the activity, the teacher asks each group to submit their work.
- m. At the end, the teacher and students check the answers and find the winner.

3. Post-activity (10 minutes)

- a. The teacher discusses with the students about the activity.
- b. The teacher and students make the conclusion about the activity.

G. Media and Source of Teaching

- LKS
- Internet,etc
- Students worksheet

H. Evaluation

Technique: Written test

Total point: 60

$$\text{Score: } \frac{\text{total result}}{\text{total point}} \times 100$$

$$\text{Score: } \frac{\text{total result}}{60} \times 100$$

Acknowledged by,
English teacher

The Writer

FARIDHA INAYATI, S.Pd

TRI RISMALADEWI



LESSON PLAN

School	: SDN Sambung Demak
Subject	: English
Grade/semester	: Fifth/II
Topic	: Transportations
Time allotment	: 2 x 35 minutes (the sixth meeting)

A. Standard Competence

Understand the simple instruction with action in class context

B. Basic Competence

Responding simple instruction with action verbally and acceptable in class context

C. Indicators

- a. The students are able to understand of the sentence and find the meaning in Indonesian.
- b. The students are able to understand of the sentence and find the meaning in English.
- c. The students are able to find the appropriate English vocabulary for incomplete sentence.

D. Material: Transportations

E. Method of Teaching: Skill Circuits

F. Stages of Teaching

1. Pre-activity (10 minutes)

- a. Orientation: greeting, check the attendance list.
- b. Apperception: asking the students about the topic.
- c. Motivation: teacher giving motivation and building perception.

2. Whilst activity (50 minutes)

- a. The teacher divides the class into groups.
- b. The teacher asks the students to choose one of the members of each group to be a secretary.
- c. The teacher explains the procedure of skill circuits as a technique of teaching.
- d. The teacher requires groups to stand up and move around the classroom to 6 different work places.
- e. The teacher prepares the work places.
- f. The teacher writes in the blackboard the rules before starting the circuits.
- g. The teacher says “start” to start this activity. (the application of the technique)
- h. The students do the tasks at each work place in 5 minutes.
- i. When the teacher call “stop”, the team finishes the answer and moves to the next circuit.
- j. The secretary has to write the group answer on the answer sheet.
- k. The secretary rotates so each team member has worked at all work places.
- l. After finish the activity, the teacher asks each group to submit their work.
- m. At the end, the teacher and students check the answers and find the winner.

3. Post-activity (10 minutes)

- a. The teacher discusses with the students about the activity.
- b. The teacher and students make the conclusion about the activity.

G. Media and Source of Teaching

- LKS
- Internet,etc
- Students worksheet

H. Evaluation

Technique: Written test

Total point: 60

$$\text{Score: } \frac{\text{total result}}{\text{total point}} \times 100$$

$$\text{Score: } \frac{\text{total result}}{60} \times 100$$

Acknowledged by,
English teacher

The Writer

FARIDHA INAYATI, S.Pd

TRI RISMALADEWI



ppendix 3

THE MATERIAL FOR THE FIRST MEETING

FIRST WORK PLACE
FIND THE MEANING!

1. Farmer =
2. Postman =
3. Policeman =
4. Sculptor =
5. Typist =

SECOND WORK PLACE
ANSWER WITH THE CORRECT TO BE (Is, Am, or Are)!

1. I . . . a waitress.
2. She . . . a nurse.
3. He . . . a civil servant.
4. They . . . newsboy.
5. You . . . a mechanic.

THIRD WORK PLACE
MATCH!



- a. Bricklayer b. Singer c. Teacher d. Carpenter e.

Tailor

FOURTH WORK PLACE
ANSWER CORRECTLY!

1. Winda is a (perawat)
2. My father is a (petani)
3. They are (nelayan)
4. Mrs. Yasa is a (tukang kebun)
5. Mr. Sardi is a (tukang pos)

FIFTH WORK PLACE
MATCH!

- | | |
|-------------------------------------|--------------|
| 1. A man who regulates the traffic. | A. Doctor |
| 2. He designs a house. | B. Policeman |
| 3. A man who drives a bus. | C. Pilot |
| 4. She injects the patients. | D. Driver |
| 5. He flies a plane. | E. Architect |

SIXTH WORK PLACE
Circle 5 words related to the professions!

D	O	C	T	E	R	I	F	A	S
L	I	B	R	A	R	I	A	N	O
T	O	G	H	C	U	R	R	I	L
E	P	I	L	T	E	A	M	A	D
A	I	M	D	R	I	V	E	R	I
C	L	O	C	E	R	U	R	A	R
E	O	H	E	S	T	Y	P	I	S
R	T	E	J	S	S	I	N	G	R

THE MATERIAL FOR THE SECOND MEETING

FIRST WORK PLACE FIND THE MEANING!

1. Barber =
2. Security =
3. President =
4. Lawyer =
5. Actress =

SECOND WORK PLACE ANSWER WITH THE CORRECT TO BE (Is, Am, or Are)!

1. She ... a singer.
2. I ... a chef.
3. Bendi ... a headmaster.
4. You ... a receptionist.
5. They ... sailorman.

THIRD WORK PLACE MATCH!



- a. Pilot b. policeman c. Chef d. Driver e. Soldier

FOURTH WORK PLACE
ANSWER CORRECTLY!

1. We work as (pengacara)
2. Wildan is a (dosen)
3. Mr. Arya is a (direktur).
4. I am a (kepala sekolah).
5. Vidi aldiano is a (penyanyi)

FIFTH WORK PLACE
MATCH!

- | | |
|---|---------------|
| 1. A girl who designs a clothes. | A. Carpenter |
| 2. She serves the passenger in the plane. | B. Designer |
| 3. A man who leads our country. | C. Actress |
| 4. She acts in the film. | D. Stewardess |
| 5. He makes a chair and table. | E. President |

SIXTH WORK PLACE
Circle 5 words related to the professions!

S	T	U	D	N	T	I	K	C	T
A	S	T	U	D	E	N	T	A	I
B	O	K	T	H	K	A	L	R	P
E	L	D	I	P	E	H	R	P	I
R	D	R	C	O	E	U	E	E	S
B	I	A	E	S	P	N	T	N	T
R	E	I	R	T	I	T	C	T	U
E	R	V	R	M	R	R	O	E	P
A	A	E	E	A	T	E	D	R	P
S	G	R	M	N	U	R	S	E	O

THE MATERIAL FOR THE THIRD MEETING

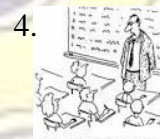
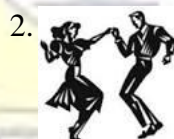
FIRST WORK PLACE FIND THE MEANING!

1. Dancer =
2. Receptionist =
3. Gardener =
4. Employee =
5. Housewife =

SECOND WORK PLACE ANSWER WITH THE CORRECT TO BE (Is, Am, or Are)!

1. Putra . . . a reporter.
2. I . . . an actor.
3. Sule . . . a comedian.
4. They . . . fisherman.
5. You . . . a surgeon.

THIRD WORK PLACE MATCH!



a. Carpenter
Dancer

b. Surfer

c. Teacher

d. Singer

e.

FOURTH WORK PLACE
ANSWER CORRECTLY!

1. He is a (tukang pos)
2. SBY is a (presiden)
3. We are (siswa)
4. Dilla is a (model)
5. Mr.Jokowi is a (gubernur)

FIFTH WORK PLACE
MATCH!

- | | |
|--------------------------------------|---------------|
| 1. A man who leads a country. | A. Teacher |
| 2. A woman who teaches the students. | B. Football |
| Player | |
| 3. A man who plays football. | C. Headmaster |
| 4. She leads a school. | D. Singer |
| 5. He sings a song. | E. President |

SIXTH WORK PLACE
Circle 5 words related to the professions!

O	P	E	L	O	T	N	E	R	S
G	E	H	A	C	T	O	R	O	U
G	L	A	W	E	R	B	A	D	S
E	L	M	Y	N	U	A	J	K	T
S	C	H	E	F	U	R	D	G	E
E	L	E	R	O	H	B	A	B	R
L	S	I	N	G	R	E	F	F	I
S	O	L	D	I	E	R	A	I	F

THE MATERIAL FOR THE FOURTH MEETING




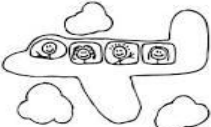
FIRST WORK PLACE FIND THE MEANING!

1. Bus =
2. Pedicab =
3. Train =
4. Raft =
5. Carriage =

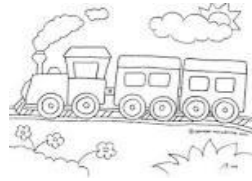
SECOND WORK PLACE ANSWER CORRECTLY!

1. I go to market by (gerobak)
2. They go to work by (sepeda motor)
3. Rudi goes cycling by (sepeda)
4. Anita goes to Kalimantan by (kapal)
5. Dendi operates a (buldoser)

THIRD WORK PLACE MATCH!

1.  a. Plane
2.  b. Train
3.  c. Bicycle
4.  d. Car

5.



e. Ship

FOURTH WORK PLACE**ANSWER CORRECTLY TRUE OR FALSE!**

1. Ship is a water transportation. (.....)
2. Submarine is an air transportation. (.....)
3. Plane is a land transportation. (.....)
4. Carriage is a land transportation. (.....)
5. Raft is an air transportation. (.....)

FIFTH WORK PLACE**ANSWER CORRECTLY!**

1. Where we can see a train?
2. Ahmad yani is the name of?
3. Where we can see a plane?
4. Gambir is the name of?
5. Tanjung perak is the name of?

SIXTH WORK PLACE**Circle 5 words related to the transportations!**

Q	T	A	N	K	N	I	L	E	R
A	B	B	A	H	E	P	U	L	O
T	O	C	A	N	O	E	A	S	C
R	H	D	O	H	E	D	S	V	T
U	R	A	F	T	E	I	L	L	A
K	S	E	E	P	I	C	E	C	C
E	B	I	S	T	R	A	I	N	A
R	B	Y	S	I	C	B	L	E	B

THE MATERIAL FOR THE FIFTH MEETING





FIRST WORK PLACE FIND THE MEANING!

1. Ship =
2. Canoe =
3. Bicycle =
4. motorcycle =
5. Bus =

SECOND WORK PLACE ANSWER CORRECTLY!

1. Barbara goes to Bali by (pesawat terbang)
2. We go to the office by (mobil)
3. Alan goes to Semarang by (kereta api).
4. They go to Surakarta by (taksi).
5. I go to Medan by (bis)

THIRD WORK PLACE MATCH!

1.  a. Carriage
2.  b. Helicopter
3.  c. Tank
4.  d. Truck

5.



e. Pedicab

FOURTH WORK PLACE

ANSWER CORRECTLY WITH TRUE OR FALSE!

1. We can see a train in a bus station. (.....)
2. You can see a plane in the airport. (.....)
3. She sees a sailing ship in the railway station. (.....)
4. We can see a train in the railway station. (.....)
5. I see a bus in the harbor. (.....)

FIFTH WORK PLACE

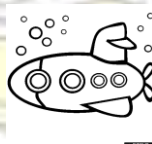
FIND THE ANTONYM!

1. BIG >>
2. SHORT >>
3. FAR >>
4. FAST >>
5. LAND >>

SIXTH WORK PLACE

Give ✓ in ☐ if true or false!

1. This is a submarine.

☐ True☐ False

- 2.



That is a pedicab.

☐ True☐ False

3. This is a bulldozer.

☐ True☐ False

4.  That is a carriage.

☐ True

☐ False

5. This is a bicycle.

☐ True

☐ False



THE MATERIAL FOR THE SIXTH MEETING

FIRST WORK PLACE
FIND THE MEANING!

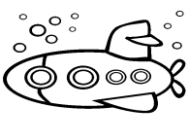
1. Car =
2. Plane =
3. Bulldozer =
4. Submarine =
5. Raft =

SECOND WORK PLACE
ANSWER CORRECTLY!

1. Joni goes to campus by (sepeda)
2. Anisa and Dani go to the Muria mountain by (sepeda motor)
3. We go to Sukoharjo by (taksi).
4. They go to Sorong by (pesawat terbang).
5. I go to Yogyakarta by (bis)

THIRD WORK PLACE
MATCH!

1.  a. Bulldozer

2.  b. Ship

3.



c. Bycicle

4.



d. Submarine

5.



e. Bus

FOURTH WORK PLACE

Circle 5 words related to the transportations!

C	A	R	R	I	A	G	E	F	U
A	L	P	A	R	G	O	G	T	I
R	P	B	F	T	R	E	K	R	T
A	L	I	T	S	I	P	P	U	R
F	A	C	A	R	U	L	E	C	E
G	N	I	S	H	I	P	A	K	N
H	I	K	E	G	H	I	J	L	U
O	B	Y	C	I	C	L	E	H	K

FIFTH WORK PLACE

FIND THE ANTONYM!

1. LONG ><
2. SMALL ><
3. LAND ><
4. NEAR ><
5. SLOW ><

SIXTH WORK PLACE

Give √ in ☐ if true or false!

1. This is a train.

☐ True

☐ False



- 2.



That is an ambulance.

☐ True

☐ False

3. This is a truck.

☐ True

☐ False



- 4.



That is a car.

☐ True

☐ False

5. This is a ship.

☐ True

☐ False



Appendix 4

ASWER SHEET

**FIRST MEETING
FIRST WORK PLACE**

1.
2.
3.
4.
5.

NAME :

1.
..
2.
..
3.
..
4.
..

SECOND WORK PLACE

1.
2.
3.
4.
5.

THIRD WORK PLACE

2. 
2. 
3. 
4. 
5. 

.....
.....

FOURTH WORK PLACE

1.
2.
3.
4.
5.

FIFTH WORK PLACE

1. A man who regulates the traffic.
2. He designs a house.
3. A man who drives a bus.
4. She injects the patients.
5. He flies a plane.

SIXTH WORK PLACE

D	O	C	T	E	R	I	F	A	S
L	I	B	R	A	R	I	A	N	O
T	O	G	H	C	U	R	R	I	L
E	P	I	L	T	E	A	M	A	D
A	I	M	D	R	I	V	E	R	I
C	L	O	C	E	R	U	R	A	R
E	O	H	E	S	T	Y	P	I	S
R	T	E	J	S	S	I	N	G	R

ASWER SHEET

SECOND MEETING FIRST WORK PLACE

1.
2.
3.
4.
5.

NAME :

1.
..
2.
..
3.
..
4.
..

SECOND WORK PLACE

1.
2.
3.
4.
5.

THIRD WORK PLACE



.....

.....

FOURTH WORK PLACE

1.
2.
3.
4.
5.

FIFTH WORK PLACE
MATCH!

1. A girl who designs a clothes.
2. She serves the passenger in the plane.
3. A man who leads our country.
4. She acts in the film.
5. He makes a chair and table.

SIXTH WORK PLACE

S	T	U	D	N	T	I	K	C	T
A	S	T	U	D	E	N	T	A	I
B	O	K	T	H	K	A	L	R	P
E	L	D	I	P	E	H	R	P	I
R	D	R	C	O	E	U	E	E	S
B	I	A	E	S	P	N	T	N	T
R	E	I	R	T	I	T	C	T	U
E	R	V	R	M	R	R	O	E	P
A	A	E	E	A	T	E	D	R	P
S	G	R	M	N	U	R	S	E	O

ASWER SHEET

THIRD MEETING FIRST WORK PLACE

1.
2.
3.
4.
5.

NAME :

1.
..
2.
..
3.
..
4.
..

SECOND WORK PLACE

1.
2.
3.
4.
5.

THIRD WORK PLACE

1. 
2. 
3. 
4. 
5. 

.....

.....

FOURTH WORK PLACE

1.
2.
3.
4.
5.

FIFTH WORK PLACE

1. A man who leads a country.
...
2. A woman who teaches the students.
...
3. A man who plays football.
...
4. She leads a school.
...
5. He sings a song.
...

SIXTH WORK PLACE

O	P	E	L	O	T	N	E	R	S
G	E	H	A	C	T	O	R	O	U
G	L	A	W	E	R	B	A	D	S
E	L	M	Y	N	U	A	J	K	T
S	C	H	E	F	U	R	D	G	E
E	L	E	R	O	H	B	A	B	R
L	S	I	N	G	R	E	F	F	I
S	O	L	D	I	E	R	A	I	F

ASWER SHEET

FOURTH MEETING FIRST WORK PLACE

1.
2.
3.
4.
5.

NAME :

1.
..
2.
..
3.
..
4.
..

SECOND WORK PLACE

1.
2.
3.
4.
5.

THIRD WORK PLACE

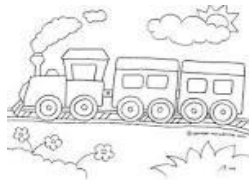
6. 

7. 

8. 

9. 

10.



.....

FOURTH WORK PLACE

6.

7.

8.

9.

10.

FIFTH WORK PLACE

6.

7.

8.

9.

10.

SIXTH WORK PLACE

Q	T	A	N	K	N	I	L	E	R
A	B	B	A	H	E	P	U	L	O
T	O	C	A	N	O	E	A	S	C
R	H	D	O	H	E	D	S	V	T
U	R	A	F	T	E	I	L	L	A
K	S	E	E	P	I	C	E	C	C
E	B	I	S	T	R	A	I	N	A
R	B	Y	S	I	C	B	L	E	B

ASWER SHEET

FIFTH MEETING FIRST WORK PLACE

1.
2.
3.
4.
5.

NAME :


1.
..
2.
..
3.
..
4.
..

SECOND WORK PLACE

1.
2.
3.
4.
5.

THIRD WORK PLACE

6. 

7. 

8. 

9. 

10. 

FOURTH WORK PLACE

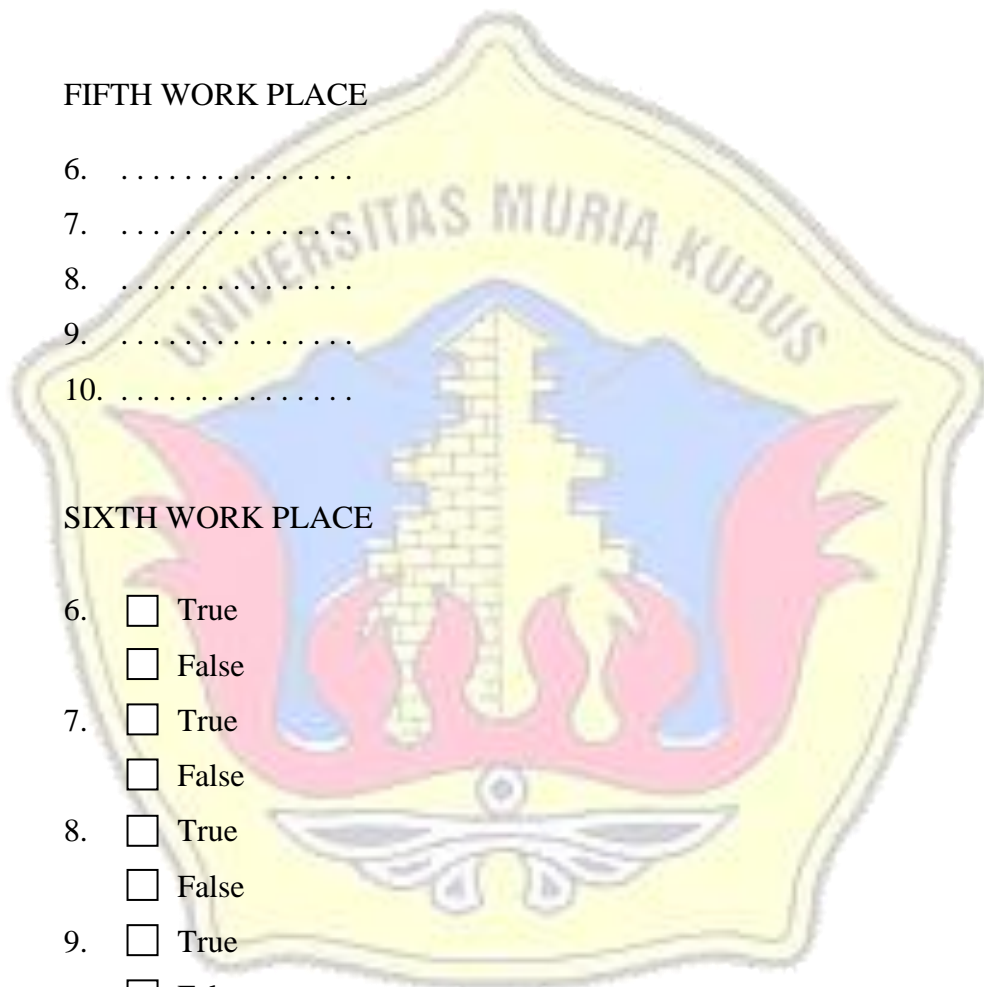
6.
7.
8.
9.
10.

FIFTH WORK PLACE

6.
7.
8.
9.
10.

SIXTH WORK PLACE

6. ☐ True
☐ False
7. ☐ True
☐ False
8. ☐ True
☐ False
9. ☐ True
☐ False
10. ☐ True
☐ False



ASWER SHEET

SIXTH MEETING FIRST WORK PLACE

1.
2.
3.
4.
5.

NAME :

1.
..
2.
..
3.
..
4.
..

SECOND WORK PLACE

1.
2.
3.
4.
5.

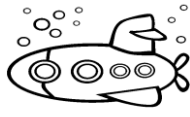
THIRD WORK PLACE

6.



.....

7.



.....

8.



.....

9.



.....

10.



.....

FOURTH WORK PLACE

C	A	R	R	I	A	G	E	F	U
A	L	P	A	R	G	O	G	T	I
R	P	B	F	T	R	E	K	R	T
A	L	I	T	S	I	P	P	U	R
F	A	C	A	R	U	L	E	C	E
G	N	I	S	H	I	P	A	K	N
H	I	K	E	G	H	I	J	L	U
O	B	Y	C	I	C	L	E	H	K

FIFTH WORK PLACE

6.
7.
8.
9.
10.

SIXTH WORK PLACE

1. ☐ True
☐ False
2. ☐ True
☐ False
3. ☐ True
☐ False
4. ☐ True
☐ False
5. ☐ True
☐ False

Appendix 5

The Table of Specification for the English Vocabulary Mastery Test Item for the Fifth Grade Students of SDN Sambung Demak

Subject : English
 Grade/semester : V/II
 Time : 1x35 minutes

Competency Standard	Basic Competence	Indicators	Material	Numbers of Test Item
Comprehending simple instruction with action in class context	Understand simple English text in class context	<ul style="list-style-type: none"> ✓ The students can understand of the sentences and find the meaning in Indonesia ✓ The students can understand of the sentence and find the meaning in English ✓ The students can find the appropriate English vocabulary for incomplete sentence 	Professions	10, 16 1,2,13,15,20 6,12,17
		<ul style="list-style-type: none"> ✓ The students can understand of the sentences and find the meaning in Indonesia ✓ The students can understand of the sentence and find the meaning in English ✓ The students can find the appropriate English vocabulary for incomplete sentence 	Transportations	5,18 7,14 3,4,8,9,11,19

Appendix 6

Test of the Vocabulary for the Students

Choose the correct answer by crossing (X) a, b, c, or d!

1. Mr. Arjo makes chairs and tables.

He is a . . .

- a. driver c. mechanic
b. farmer d. carpenter

2. Who is he? He is a . . .



- a. barber
b. surfer
c. bricklayer
d. singer

3. My mother goes to market by . . .



- a. pedicab
b. carriage
c. bicycle
d. train

4. Merak and bakaheuni are the names of . . .

- a. harbor c. bus station
b. railway station d. airport

5. Mr. Mardi drives a train. train in Indonesia means . . .

- a. pesawat c. bis
b. kereta api d. kapal

6. I work in an office. My job is typing letter. I am a . . .

- a. director c. secretary
b. office boy d. manager

7. Which one belongs to an air transportation . . .

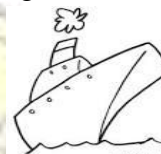
- a. boat c. ship
b. helicopter d. car

8. I ride a . . . to go to school.



- a. pedicab
b. boat
c. on foot
d. bicycle

9. I go to Kalimantan by . . .



- a. ship
b. motorcycle
c. tank
d. carriage

10. Rianti is a nurse. Nurse in Indonesia means . . .

- a. sopir c. penjahit
b. perawat d. sales

11. My father drives a . . .



- a. truck
b. tank
c. bus
d. bulldozer

12. He is a . . .



- a. teacher
b. doctor
c. barber
d. dancer


13. Wati studies in the school.

She is a . . .


- a. teacher c. headmaster
b. student d. gardener

14. Halim Perdana Kusuma is the name of . . .

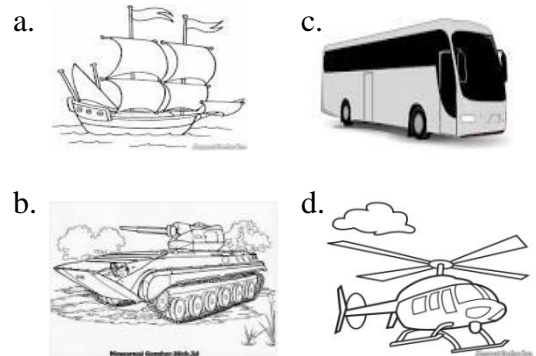
- a. harbor c. airport
b. bus station d. railway station

15.  She makes a dress.
She is a . . .
a. actress
b. singer
c. dancer
d. tailor

16. I am a waitress. Waitress in Indonesia means . . .
a. petani
b. pelayan
c. pramugari
d. sopir

17.  Who is he?
He is a . . .
a. chef
b. seller
c. dentist
d. sailor

18. Which picture belongs to an air transportation?



19. Balapan is the name of . . .
a. harbor
b. airport
c. bus station
d. railway station

20. A man who sends the letters.
He is a . . .
a. typist
b. secretary
c. postman
d. salesman

---***GoOd LuCk***---

*Appendix 7***Key Answer of the Vocabulary Test**

1. D
2. C
3. A
4. A
5. B
6. C
7. B
8. D
9. A
10. B
11. A
12. C
13. B
14. C
15. D
16. B
17. A
18. D
19. D
20. C



Appendix 8

**The Score of Try out Test of the fifth grade students of SDN 3 Undaan
Tengah in Academic Year 2013/ 2014**

No	Subject Code	Score
1	01	65
2	02	90
3	03	65
4	04	65
5	05	75
6	06	-
7	07	70
8	08	60
9	09	65
10	10	90
11	11	80
12	12	65
13	13	65
14	14	70
15	15	80
16	16	55
17	17	90
18	18	70
19	19	45
20	20	55
21	21	80

No	Test Item																				Odd score	Even score	Total score	X ²	Y ²	XY
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	X	Y				
1	0	1	1	0	1	0	1	1	1	1	1	1	1	0	0	1	1	1	0	0	7	6	13	49	36	42
2	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	9	9	18	81	81	81
3	0	1	0	0	1	0	1	1	0	1	1	0	1	1	1	1	1	1	0	1	6	7	13	36	49	42
4	0	1	0	1	1	1	1	1	0	1	1	0	1	0	1	0	1	1	0	1	6	7	13	36	49	42
5	1	1	0	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	8	7	15	64	49	56
6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7	0	1	0	0	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	0	7	7	14	49	49	49
8	0	1	0	0	1	0	1	0	1	1	1	1	1	1	0	1	1	1	0	0	6	6	12	36	36	36
9	1	1	1	1	1	0	0	1	0	1	1	1	0	1	0	1	1	0	1	0	6	7	13	36	49	42
10	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	9	9	18	81	81	81
11	1	1	1	1	1	0	0	0	1	1	1	1	0	1	1	0	1	1	1	1	9	7	16	81	49	63
12	1	1	0	0	1	0	1	0	1	1	1	1	1	1	0	1	1	1	0	0	7	6	13	49	36	42
13	0	0	0	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	8	5	13	64	25	40
14	0	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1	1	0	0	1	7	7	14	49	49	49
15	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	9	7	16	81	49	63
16	0	0	1	1	1	0	1	0	1	1	0	1	0	1	1	0	1	0	1	0	7	4	11	49	16	28
17	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	9	9	18	81	81	81
18	0	1	1	0	1	1	1	1	1	0	0	1	1	1	0	1	1	0	1	1	7	7	14	49	49	49
19	0	1	0	0	1	0	1	1	0	0	1	0	0	0	1	0	1	1	1	0	6	3	9	36	9	18
20	0	1	1	0	0	0	0	1	1	1	1	1	0	1	1	0	1	1	0	0	5	6	11	25	36	30
21	1	1	1	1	1	1	1	0	0	1	0	1	1	0	1	1	1	1	1	1	8	8	16	64	64	64
TOTAL																					146	134		1096	942	998

Appendix 9

**The Table of Reliability of Try Out of the Fifth Grade Students of SDN 3
Undaan Tengah in Academic Year 2013/2014**



Appendix 10

**“The Calculation of Try Out Test of the Vocabulary Mastery of the Fifth
Grade Students of SDN 3 Undaan Tengah Kudus in Academic Year
2013/2014”**

$$\begin{aligned}
 r_{xy} &= \frac{N \cdot \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \cdot \sum x^2 - (\sum x)^2\} \{N \cdot \sum y^2 - (\sum y)^2\}}} \\
 &= \frac{20 \cdot (998) - (146)(134)}{\sqrt{\{20 \cdot (1096) - (146)^2\} \{20 \cdot (942) - (134)^2\}}} \\
 &= \frac{19960 - 19564}{\sqrt{\{21920 - 21316\} \{18840 - 17956\}}} \\
 &= \frac{396}{\sqrt{\{604\} \{884\}}} \\
 &= \frac{396}{\sqrt{533936}} \\
 &= \frac{396}{730.7} \\
 &= 0.54
 \end{aligned}$$

$\sum x$	= 146
$\sum y$	= 134
$\sum x^2$	= 1096
$\sum y^2$	= 942
$\sum xy$	= 998

The reliability of the try out test is 0.54. It is then calculated by using “Spearman Brown” formula to find out the coefficient of reliability.

$$r_{11} = \frac{2(r_{xy})}{1+r_{xy}}$$

$$= \frac{2(0.54)}{1 + 0.54}$$

$$= \frac{1.08}{1.54}$$

$$= 0.70 \text{ (high Reliability)}$$



Appendix 11

**The Score of Pretest of the Vocabulary Mastery of the Fifth Grade Students
of SDN Sambung Demak in Academic Year 2013/2014 before being Taught
by Using Skill Circuits**

No	Subject Code	Score	No	Subject Code	Score
1	01	50	23	23	70
2	02	65	24	24	70
3	03	65	25	25	70
4	04	55	26	26	80
5	05	30	27	27	70
6	06	70	28	28	80
7	07	55	29	29	85
8	08	50	30	30	55
9	09	45	31	31	75
10	10	40	32	32	85
11	11	60	33	33	55
12	12	70	34	34	75
13	13	65	35	35	60
14	14	65	36	36	85
15	15	65	37	37	80
16	16	65	38	38	70
17	17	60	39	39	60
18	18	40	40	40	85
19	19	45	41	41	70
20	20	65	42	42	70
21	21	30	43	43	75
22	22	50			

Appendix 12

The Calculation Mean and Standard Deviation the Vocabulary Mastery Of the Fifth Grade Students of SDN Sambung Demak in Academic Year 2013/2014 before Taught By Using Skill Circuits

Form the pre-test score, we can find:

The number of interval = $1 + (3.3) \log N$

$$= 1 + (3.3) \log 43$$

$$= 1 + (3.3)(1.63)$$

$$= 1 + 5.39$$

$$= 6.39$$

$$= 6$$

Interval width (i) = $\frac{\text{the largest score} - \text{the lowers score}}{\text{the number of interval}}$

$$= \frac{85 - 30}{6}$$

$$= \frac{55}{6}$$

$$= 9.17$$

$$= 10$$

Table 4.2 The Distribution Frequency of the vocabulary mastery of the fifth grade students of SDN Sambung Demak in academic year 2013/2014 before being taught by using skill circuits

Interval Score	<i>f</i>	<i>x</i>	<i>fx</i>	Percentage (%)
80-89	7	84.5	591.5	16.28
70-79	12	74.5	894	27.91
60-69	11	64.5	709.5	25.58
50-59	7	54.5	381.5	16.28
40-49	4	54.5	218	9.30
30-39	2	44.5	89	4.65
Σ	43		2883.5	100%

a. $\text{Mean} = \frac{\Sigma fx}{N}$
 $= \frac{2883.5}{43}$
 $= 67.06$

b. Standard Deviation

Score group	<i>f</i>	<i>x'</i>	<i>fX'</i>	$(X')^2$	$f(X')^2$
80-89	7	1	7	1	7
70-79	12	0	0	0	0
60-69	11	-1	-11	1	11
50-59	7	-2	-14	4	28
40-49	4	-3	-12	9	36
30-39	2	-4	-8	16	32
Σ	43		-38		114

$$SD = i. \sqrt{\frac{\sum f(x')^2}{N} - \left(\frac{\sum fx'}{N}\right)^2}$$

$$= 10. \sqrt{\frac{114}{43} - \left(\frac{-38}{43}\right)^2}$$

$$= 10. \sqrt{2.65 - (-0.88)^2}$$

$$= 10. \sqrt{2.65 - 0.78}$$

$$= 10. \sqrt{1.87}$$

$$= 10. (1.37)$$

$$= 13.7$$



Appendix 13

**The Score of Post-test of the Vocabulary Mastery of the Fifth Grade Students
of SDN Sambung Demak in Academic Year 2013/2014 after being Taught by
Using Skill Circuits**

No	Subject Code	Score	No	Subject Code	Score
1	01	60	23	23	85
2	02	75	24	24	85
3	03	85	25	25	95
4	04	60	26	26	90
5	05	70	27	27	75
6	06	80	28	28	95
7	07	100	29	29	95
8	08	70	30	30	80
9	09	70	31	31	90
10	10	55	32	32	95
11	11	70	33	33	85
12	12	85	34	34	90
13	13	75	35	35	75
14	14	100	36	36	100
15	15	95	37	37	85
16	16	90	38	38	80
17	17	80	39	39	90
18	18	55	40	40	85
19	19	55	41	41	90
20	20	65	42	42	85
21	21	55	43	43	90
22	22	80			

Appendix 14

The Calculation Mean and Standard Deviation the Vocabulary Mastery Of the Fifth Grade Students of SDN Sambung Demak in Academic Year 2013/2014 after being taught by Using Skill Circuits

Form the pre-test score, we can find:

$$\begin{aligned}
 \text{The number of interval} &= 1 + (3.3) \log N \\
 &= 1 + (3.3) \log 43 \\
 &= 1 + (3.3)(1.63) \\
 &= 1 + 5.39 \\
 &= 6.39 \\
 &= 6
 \end{aligned}$$

$$\begin{aligned}
 \text{Interval width (i)} &= \frac{\text{the largest score} - \text{the lowers score}}{\text{the number of interval}} \\
 &= \frac{100 - 55}{6} \\
 &= \frac{45}{6} \\
 &= 7.5 \\
 &= 8
 \end{aligned}$$

Table 4.2 The Distribution Frequency of the vocabulary mastery of the fifth grade students of SDN Sambung Demak in academic year 2013/2014 after being taught by using skill circuits

Interval Score	<i>f</i>	<i>x</i>	<i>fx</i>	Percentage (%)
95-102	8	98.5	788	18.61
87-94	7	90.5	633.5	16.28
79-86	13	82.5	1072.5	30.23
71-78	4	74.5	298	9.30
63-70	5	66.5	332.5	11.63
55-62	6	58.5	351	13.95
	43		3475.5	100%

c. $\text{Mean} = \frac{\sum fx}{N}$
 $= \frac{3475.5}{43}$
 $= 80.83$

d. Standard Deviation

Score group	<i>f</i>	<i>x'</i>	<i>fX'</i>	$(X')^2$	$f(X')^2$
95-102	8	2	16	4	32
87-94	7	1	7	1	7
79-86	13	0	0	0	0
71-78	4	-1	-4	1	4
63-70	5	-2	-10	4	20
55-62	6	-3	-18	9	54
	43		-9		117

$$SD = i. \sqrt{\frac{\sum f(x')^2}{N} - \left(\frac{\sum fx'}{N}\right)^2}$$

$$= 8. \sqrt{\frac{117}{43} - \left(\frac{-9}{43}\right)^2}$$

$$= 8. \sqrt{2.72 - (0.21)^2}$$

$$= 8. \sqrt{2.72 - 0.044}$$

$$= 8. \sqrt{2.676}$$

$$= 8. (1.636)$$

$$= 13.1$$



Appendix 15

The T-Test Calculation for the Vocabulary Mastery of the Fifth Grade Students of SDN Sambung Demak in Academic Year 2013/2014 Before and After Being Taught By Using Skill Circuits

No	Pre-test	Post-test	D	D ²
1.	50	60	10	100
2.	65	75	10	100
3.	65	85	20	400
4.	55	60	5	25
5.	35	70	35	1225
6.	70	80	10	100
7.	55	100	45	2025
8.	50	70	20	400
9.	45	70	25	625
10.	40	55	15	225
11.	60	70	10	100
12.	70	85	15	225
13.	65	75	10	100
14.	65	100	35	1225
15.	65	95	30	900
16.	65	90	25	625
17.	60	80	20	400
18.	40	55	15	225
19.	45	55	10	100
20.	65	65	0	0
21.	35	55	20	400
22.	50	80	30	900
23.	70	85	15	225

24.	70	85	15	225
25.	70	95	25	625
26.	80	90	10	100
27.	70	75	5	25
28.	80	95	15	225
29	85	95	10	100
30	55	80	25	625
31	75	90	15	225
32	85	95	10	100
33	55	85	30	900
34	75	90	15	225
35	60	75	15	225
36	85	100	15	225
37	80	85	5	25
38	70	80	10	100
39	60	90	30	900
40	85	85	0	0
41	70	90	20	400
42	70	85	15	225
43	75	90	15	225
			730	16350

$$\bar{D} = \frac{D}{N}$$

$$\bar{D} = \frac{730}{43}$$

$$\bar{D} = 16.98$$

$$t_o = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t_o = \frac{16.98}{\sqrt{\frac{16350 - \frac{(730)^2}{43}}{43(43-1)}}$$

$$t_o = \frac{16.98}{\sqrt{\frac{16350 - \frac{532900}{43}}{43(42)}}$$

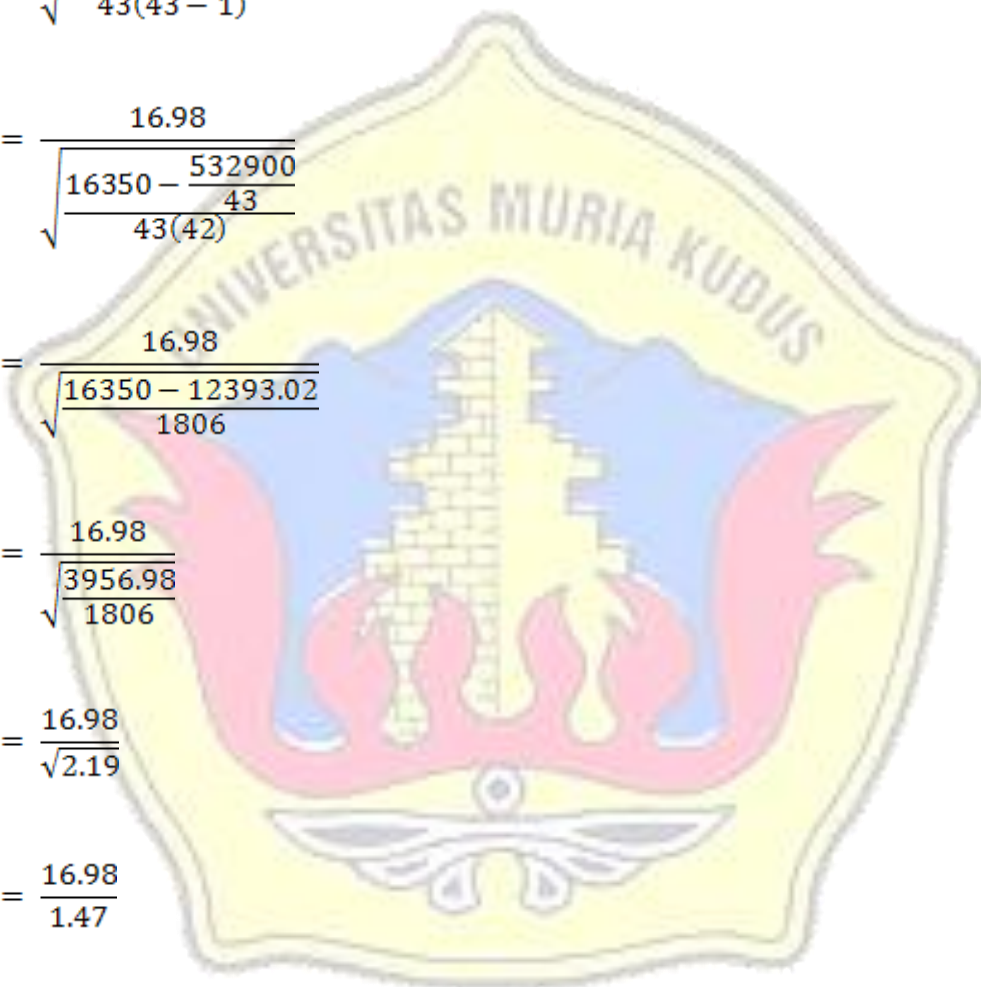
$$t_o = \frac{16.98}{\sqrt{\frac{16350 - 12393.02}{1806}}}$$

$$t_o = \frac{16.98}{\sqrt{\frac{3956.98}{1806}}}$$

$$t_o = \frac{16.98}{\sqrt{2.19}}$$

$$t_o = \frac{16.98}{1.47}$$

$$t_o = 11.55$$



Appendix 16

The Value of T-Table for Any Number Degree of Freedom

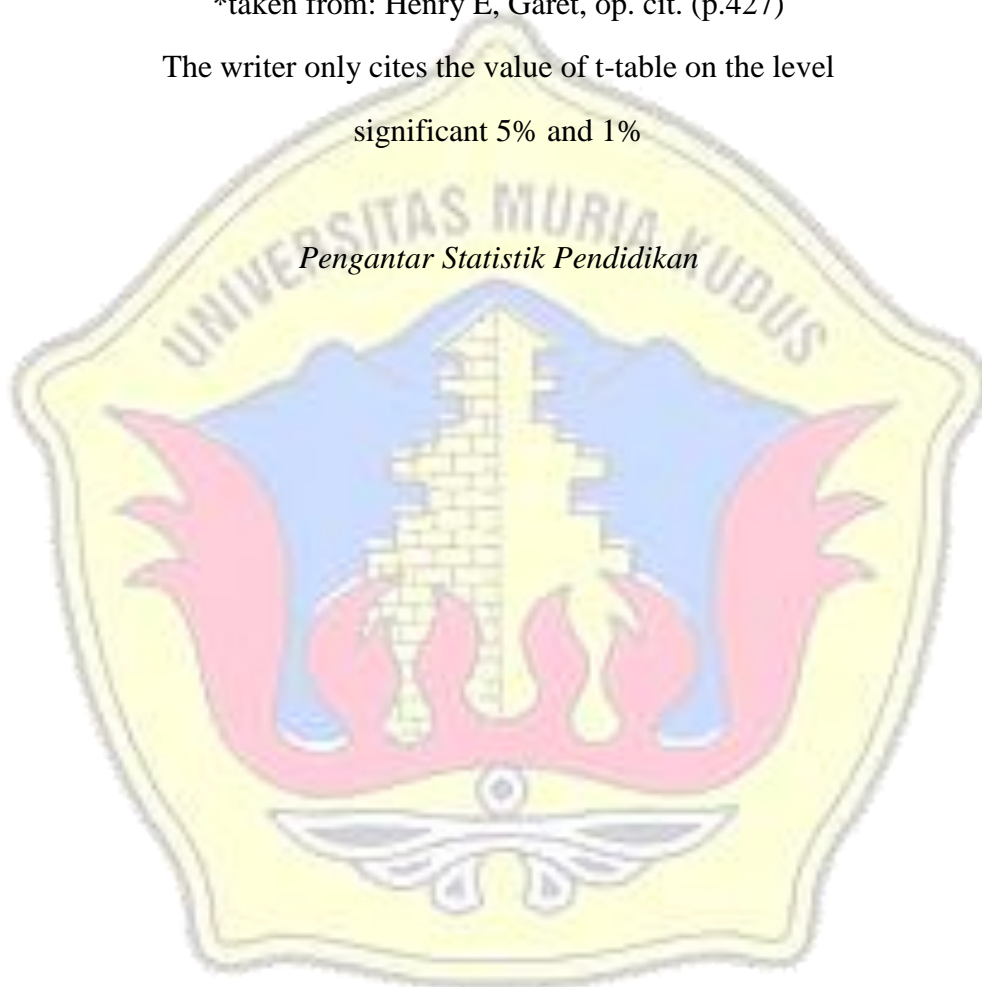
Degree of Freedom(df)	Value of “t” on the level of significance	
	5%	1%
1	12,71	63,66
2	4,30	9,92
3	3,18	5,84
4	2,78	4,60
5	2,57	4,03
6	2,45	3,71
7	2,36	3,50
8	2,31	3,36
9	2,26	3,25
10	2,23	3,17
11	2,20	3,11
12	2,18	3,06
13	2,16	3,01
14	2,14	2,98
15	2,13	2,95
16	2,12	2,92
17	2,11	2,90
18	2,10	2,88
19	2,09	2,86
20	2,09	2,84
21	2,09	2,83
22	2,08	2,82
23	2,07	2,81
24	2,07	2,80
25	2,06	2,79
26	2,06	2,78
27	2,06	2,77
28	2,05	2,76
29	2,05	2,76
30	2,04	2,75
35	2,04	2,72
40	2,03	2,71
45	2,02	2,69
50	2,02	2,68
60	2,01	2,65
70	2,00	2,65
80	1,99	2,64
90	1,99	2,63
100	1,98	2,63

125	1,98	2,62
150	1,98	2,61
200	1,97	2,60
300	1,97	2,59
400	1,97	2,59
500	1,96	2,59
1000	1,96	2,58

*taken from: Henry E, Garet, op. cit. (p.427)

The writer only cites the value of t-table on the level
significant 5% and 1%

Pengantar Statistik Pendidikan



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UNIVERSITAS MURIA KUDUS

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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STATEMENT

Name : Tri Rismaladewi

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Study program : English Education

Skripsi title : **“The Vocabulary Mastery of the Fifth Grade Students of SDN Sambung Demak in Academic Year 2013/2014 taught by using Skill Circuits”** is indeed the scientific work of mine, not that of others’. I just take some certain qoutations from others’ scientific works as my references.

I am fully responsible for this statement.

Kudus, August 2014

Tri Rismaladewi



PEMERINTAH KABUPATEN DEMAK
 UPTD PENDIDIKAN PEMUDA DAN OLAH RAGA KECAMATAN GAJAH
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Nomor : 421.1 / 219 / IX / 2014

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Nama : KUSYONO, S.Pd
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 Jabatan : Kepala Sekolah SD Negeri Sambung UPTD Dikpora Kec. Gajah

Menerangkan bahwa,

Nama : TRI RISMALADEWI
 NIM : 2009-32-041
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan : Bahasa Inggris

Benar-benar telah melakukan penelitian di sekolah kami pada bulan April s/d Mei 2014 dalam rangka penyusunan skripsi yang berjudul " THE VOCABULARY MASTERY OF THE FIFTH GRADE STUDENT OF SDN SAMBUNG DEMAK IN ACADEMIC YEAR 2013/2014 TAUGHT BY USING SKILL CIRCUITS."

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Sambung, 26 Mei 2014
 Kepala Sekolah

KUSYONO, S.Pd
 NIP. 19610817 198012 1 003

YAYASAN PEMBINA UNIVERSITAS MURIA KUDUS
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KETERANGAN SELESAI BIMBINGAN

Yang bertanda tangan di bawah ini:

Nama : Dra. Sri Endang Kusmaryati, M.Pd
NIS : 0610713020001009
Jabatan : Pembimbing I

Nama : Titis Sulistyowati, SS, M.Pd
NIS : 198104022005012001
Jabatan : Pembimbing II

Menerangkan bahwa :

Nama : Tri Rismaladewi
NIM/Semester : 2009-32-041
Program Studi : Pendidikan Bahasa Inggris

Telah selesai dalam menjalani bimbingan skripsi dengan judul:

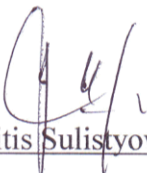
“THE VOCABULARY MASTERY OF THE FIFTH GRADE STUDENTS OF SDN SAMBUNG DEMAK IN ACADEMIC YEAR 2013/2014 TAUGHT BY USING SKILL CIRCUITS”

Demikian surat keterangan ini dibuat sebagai syarat untuk mengajukan permohonan ujian terakhir.

Kudus, Agustus 2014

Pembimbing II

Pembimbing I


Titis Sulistyowati, SS, M.Pd


Dra. Sri Endang Kusmaryati, M.Pd

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Nama : Tri Rismaladewi
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Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan menempuh ujian skripsi.

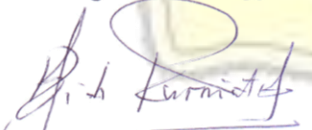
Bersama ini kami lampirkan hal-hal sebagai berikut:

1. Surat pernyataan mahasiswa tentang orisinalitas skripsi.
2. Surat keterangan selesai bimbingan skripsi.
3. Naskah skripsi 4 eksemplar.
4. Tanda bukti pembayaran biaya bimbingan dan ujian skripsi.
5. Transkrip nilai yang telah lulus dengan IPK minimal 3.0.

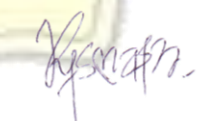
Kudus, Agustus 2014

Mengetahui

Ka Progdi Bahasa Inggris


Diah Kurniati, S.Pd, M.Pd.
NIS. 0610701000001190

Pemohon


Tri Rismaladewi

CURRICULUM VITAE



The writer has complete name Tri Rismaladewi. She was born on December 21, 1990 in Demak. Her family and friends always call her Risma. She is the third child in her family. She has one sister and brother. She lives in Sambung, Gajah, Demak.

The writer graduated from SDN 01 Sambung Demak in 2003. In 2006, she graduated from SMP N 1 Undaan Kudus. Finally, she graduated from SMA N 2 Kudus in 2009.

In the same time, the writer continued her study in Muria Kudus University (UMK); exactly at English Education Department Teacher Training and Education Faculty Program S-1 degree. It's because she was really curious about how to be a professional English teacher. That is why English is one of her favorite subjects.